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ABSTRACT

A selected bibliography designed to characterize the various viewpoints on merit pay in higher education through the decade of the 1970's is presented. Initial research was conducted by surveying the "Education Index," the "Social Sciences Index," the Humanities Index," the "Social Sciences and Humanities Index," and ERIC's "Current Index to Journals in Education." The list of potential items was screened for relevance, reduced in size, evaluated, and verified by direct study of the original documents. Additional items were included from bibliographies of articles. (SW)

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# Issues of Merit Pay in Higher Education

## A Selective Bibliography

by

John Edward Evans

The decade of the 1970's was for higher education a sometimes volatile and controversial time. The bloom of expansionism experienced in the 1960's withered against the onslaught of various social forces not the least of which were increased costs, growing taxpayer unrest, declining enrollments and a general questioning of the value of the educational experience. As the tax-paying public and politicians began to call for economies, efficiencies and above all accountability in all government, administrators in public higher education soon came under similar pressures. It became expedient for these administrators to apply pressures on their academic staffs. In the words of one academician, "academic man" soon became "economic man".

When economic pressures encounter the traditional academic world it is sometimes manifest in a scrutiny of the way academic personnel are paid or rewarded for their scholarly efforts. One of the most common methods of rewarding faculty for their performance is that of merit pay. In-and-of-itself merit pay adjustments seem a plausible means of encouraging professional excellence. What is problematic is the way by which merit is determined. The literature cited below provides an indication of the diversity of judgements, formulae, policy and politics that exert themselves in the scholar's domain. What becomes apparent is that there is no unanimity on the questions of meritorious service: for some it is teaching; for others it

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is scholarly research and publication; for some others it is the ability to generate external funding by grants and contracts; others prefer program innovation and administration; and, for still others it includes all or at least some of the foregoing. Additionally one finds that meritorious service is viewed differently by faculty, administrators and students. Other variables which one is asked to consider include degree-level, rank, tenure, sex, age, race, present salary and various opinions. The impact of merit policies are far reaching and varied, touching on aspects of collective-bargaining, staffing and workload, recruitment, dismissal, budgeting, educational finance and the quality of the educational product itself.

The following selected reading list attempts to characterize the various viewpoints on merit pay in higher education through the decade of the 1970's. By no means exhaustive it is meant to be a core list of pertinent materials. The materials included in this enumeration were all evaluated with an eye toward their concentration on the topic of merit pay when cast against the many concomitant factors. Initial research in this project was conducted by surveying the Education Index, the Social Sciences Index, the Humanities Index, the Social Sciences and Humanities Index, Current Index to Journals in Education, and ERIC in machine searchable form. The resultant list of potentially relevant items was screened for relevance, reduced in size, evaluated and verified by direct study of the original documents. Some additional items were determined by the examination of bibliographies supplied with the articles themselves. Though several subject discipline's are represented in this bibliogrphay, it is important to note that the issue of merit pay is a universal concern in higher education and as such, in view of its genesis and evolution over the years and the influences it experiences, is certain to be a long-standing problem.

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